



Curriculum

Intent & Implementation

September 2020

Ullswater Community College

Curriculum Intent & Implementation



It is the intention that all the elements from across UCC contribute to the development of our core purpose:

'To provide the young people within our school community the necessary knowledge and skills to progress to their next stage, and the qualifications and cultural capital to be able to compete on a local, regional and national stage.'

Our aim is to provide an excellent, fulfilling and inclusive education that supports all students to achieve their full potential. Our curriculum is ambitious and diverse, therefore providing the core knowledge necessary for success in life.

The curriculum at UCC is driven by a number of key principles:

A determination to offer our students the best quality provision through a range of academic and vocational courses. A well balanced and relevant curriculum, supported by high quality teaching & learning and outstanding academic mentoring through the pastoral system are at the heart of what makes UCC a great school. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life. We deliver a curriculum that provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is based at every stage upon firmly held academic values preparing pupils for a full life in British society.

This document sets out the intent and aims of each area of our curriculum. As well as outlining the knowledge, understanding and skills that students will acquire in each subject, we have also included information about how this looks at each stage of a student's learning at UCC.



Mr. Gilby
Headteacher

Ullswater Community College

Curriculum Intent & Implementation



We ensure that the curriculum develops:

1. **Character:** To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity. Within the curriculum, this is seen not only in the close working relationship between staff and pupil, but also within the positive relationships encouraged in the classroom between pupils. Part of developing our own characteristics of generosity and self-control includes our provision for enhancing understanding of fundamental British values, including democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is woven not only into the teaching of the whole curriculum, but also specifically addressed in our PSHE, assembly and tutor programme.

2. **Social Responsibility:** To develop a sense of social responsibility and to be mindful of our role in our community towards each other, our role in society at large and in the global environment, which will encourage consideration, mindfulness and respect. This is central to the conduct of our teaching and learning and is the guiding principle behind the PSHE programme, cross curricular events and trips. Opportunities to develop social responsibility are built into the school week through tutor time and through our active student council and opportunities to serve others are embedded.

3. **Independence:** To develop independence, taking responsibility for our own growth and development which will enable us to show initiative, take ownership and feel satisfaction in what is achieved. Within the curriculum, independence is encouraged not only through lesson activities but also through marking and feedback, as pupils are given the opportunity to reflect on their own progress.

4. **Challenge:** To pursue challenge, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition. At UCC we define challenge as the full development of pupil potential. Thus our curriculum facilitates the attainment of high standards in relation to the age, ability and needs of our pupils. We take pride in our individualised approach which allows every pupil to thrive and make progress. The most able are encouraged to broaden their learning, particularly through the 'EBacc' suite of subjects while those who need additional support have it built into their programme, rather than as an 'add-on'. We pride ourselves on our truly comprehensive intake and the support and challenge that is offered to all.

These values are underpinned by our comprehensive PSHE curriculum and the implicit and explicit teaching of British Values. This is woven not only into the teaching of the whole curriculum but also specifically addressed in our timetabled PSHE lessons, and in the PSHE tutor programme and assembly, British values are also addressed in lower school PSHE lessons, through an examination of equality and relationships.

Our extra-curricular opportunities are both an extension of learning within lesson as well as additionally provided through artistic, creative, performance, sporting, debating, challenge, team and individual opportunities. We have opportunities on a local, national and international level through both school and external organisations.



Art & Design

The art department aims to facilitate learning, to motivate and enthuse.

Through the teaching of Art and Design we aim to encourage all students to become visually aware of their environment and develop the skills required to produce art work through a confident handling of materials, processes and ideas.

We believe that the study of art is essential to an individual's understanding of their own perceptions of the social and cultural world in which we live.

We aim to give pupils / students an understanding of the context in which art is produced and provide them with the skills necessary to enable them to research information, processing this visually and verbally.

Through expert teaching we aim to develop an understanding of the function of the arts in relation to human communication. To develop social skills and understanding through participation, through art work and shared experience. To ultimately be taught how to successfully apply a creative process to solve problems and create art.

KEY STAGE

3,4 & 5



Applied Learning

The Applied Learning Centre comprises of Hair & Beauty, Animal Care, Land-based Studies, Motor Vehicle and Construction.

In each area of applied learning, students are encouraged to develop the knowledge, understanding and skills required in professional settings of each discipline. Students are encouraged to develop these professional attributes through a combination of practical activity and theory work. They learn how to work as a team and how to work independently, solving problems linked to real life context. Pupils learn in a safe and secure environment.

At present, applied learning is available in KS4 only where students follow L2 vocational qualifications in each discipline. Each qualification requires students to complete work that is continually assessed which will test their practical skills and theoretical understanding. In addition, students will complete examination components based on the theory that they have learned which will contribute to their final grade.

Vocational qualifications within the Applied Learning Centre are also available at Entry Level for those students where this type of course is more appropriate.

KEY STAGE

3 & 4



Business Studies

In Business Studies we aim to add value for all students. All staff have up to date knowledge and understanding of our subject and work as a team to help our students reach their full potential. Business emphasise thinking and decision making skills that will be of real value in the workplace and economic wellbeing. Our curriculum contextualises workplace learning through use of real life situations and problem solving scenarios. Students develop personal qualities such as being able to self-criticise their own work, and are able to work in teams. AFL and AOL are made using exam questions and case studies, hence students develop skills of analysis, application and evaluation to the examination framework and criteria.

We aim to achieve the highest student achievement which is our central purpose of teaching and assessment

We provide opportunities and feedback for students to improve work.

We aim to help the students to develop a range of skills including personal learning and thinking skills to provide the best opportunities for students to develop.

Ensure that students are challenged and stretched within the lessons

Give our students the opportunity to develop their skills and explore a wider learning context.

Our students will be entrepreneurial, independent learners, confident presenters and strong team players.

Year 10 develops initial understanding of Business covering enterprise; how to spot a business opportunity; how to put a business idea into practice, covering key financial concepts and formula; understanding the external influences of business. This prepares students for Paper 1.

Year 11 steps up a gear developing year 10 understanding looking at key area such as Growth; Marketing; Financial Appraisal and Human Resource management, examined through more in depth case study questions in paper 2.

KEY STAGE

4 & 5



Child, Health & Social Care

Our aim is for all students to strive for personal excellence and demonstrate a commitment to learning as they fulfil their potential. We aim to provide an environment, which is fully inclusive, where every student is valued for who they are and who they can become.

Our courses give students the knowledge and skills needed by someone considering working with people in a Child, Health and Social care provision capacity. We have a successful history of giving our students the qualifications they need to become successful in jobs in the Child, Health and Social Care sector such as teaching, early education, social work, nursing, midwifery, paramedic science and many more.

The vision of the Department is to enhance the student as a person through confidence building and a positive 'can do' attitude. We want students who choose to take our subjects to become confident young people who make a positive contribution to their community, and society as whole.

Our approach to teaching and learning supports the specialist vocational nature of the subject. Teaching gives a balance of practical skill development and knowledge requirements. It covers the knowledge, skills and values within the discipline of Early Childhood studies and Health and Social Care.

Students will develop academic knowledge and its application to practice, applying their learning to actual events and activities within the sector. Students examine and discuss media articles that highlight developments in sector, and examples of good practice. Student reflection is also encouraged, an essential skill for working in this sector.

The subject consists of many planned experiences in school and out: lessons, topic days, assemblies, clubs, trips and visits, workshops, residential visits, fundraising, and community work. Outcomes are designed to develop the skills needed for learning and for life and to develop cultural capital and appreciation of their chosen subjects beyond assessment.

- The delivery of this subject is enriched and extended by the use of, for example:
- Case study materials
- Visits to local settings
- Inviting service users or contacts to come to speak about working in the sector or their experiences of using services
- Local employers discussing particular case studies and real-life experiences, related to the units within the qualification
- Simulated activities to illustrate examples of good and poor practice, such as the effective or ineffective application of communication skills within child, health and social care scenarios.

KEY STAGE

4 & 5



Computing, ICT & Creative iMedia

We study ICT to help us to develop the skills to use software to create solutions to different problems. We learn about how different types of software work and the solutions that can be given for a range of different people's needs. We think about the audience for different products and look at how to design them using the most appropriate type of software from digital presentations to web development, spreadsheets to databases. We then look at how important technology is in today's society and the impact and issues that can arise from using computer systems and how to improve them.

Our intent is to promote computational thinking and digital creativity. We want our students to develop the foundations to enable them to be discerning, life-long learners in a fast moving landscape. We want the students to assess the effects of this sometimes disruptive influence and make changes based on a solid knowledge of the technology sector.

The vision for the department is to provide a balanced and informed curriculum across all key stages in the school. The aim is for the students to be active and engaged users and creators in the emerging digital economy, to learn transferable skills that can be applied to legacy subjects to speed up the research and analysis required to pinpoint key information to further progress in these subjects.

Computing is taught as a discrete subject at KS3, where students follow a scheme of work linked to the current Computing Programme of Study of three distinct strands which are complementary to each other: computer science, information technology and digital literacy. Students have access to both Computer Science and Creative iMedia at KS4 and Level 3 ICT at KS5 and the curriculum is designed to allow students to make informed choices on how they pursue these subjects as they continue their learning journey through the school.

E-Safety is also very important to us and is something that we revisit regularly with students. We are committed to delivering an age appropriate curriculum that enables our students to become responsible digital citizens who are aware of the dangers online and know what to do if they encounter this.

KEY STAGE

3,4 & 5



Dance

The aim of the Department is to provide an array of activities delivered through successful teaching and learning methods through which every student within the classroom has an opportunity to progress and thrive, with each child being equally stretched and challenged.

Students will gain an understanding of the key skills within dance and how these can impact upon improvements of confidence, creativity, teamwork, resilience, leadership, communication and discipline. They will have the opportunities to partake in various extracurricular activities with a vast array of performance opportunities for our students.

Our curriculum promotes the acceptance of creativity and how this can be maximised within a performance setting. Creativity and self-expression are key components of the dance curriculum allowing students to thrive in areas, which they may not be able to access in other subjects.

The delivery of dance is done so through allowing students to use their own creative ideas and interpretations. An emphasis on building confidence is key throughout teaching of the subject thus allowing students to understand the importance it has within the curriculum. Students are encouraged to actively participate in physical activity and thus promote a healthy lifestyle.

Throughout key stage 3, the students experience an array of dance styles, allowing students to learn a variety of skills, whilst maintaining their love of learning. The curriculum is structured to promote both individual and group work, thus broadening their independence, communication, leadership and teamwork skills. This in turn will encourage students to participate in performing arts extracurricular clubs, performances, musicals and shows.

KEY STAGE

3,4 & 5



Drama

We study Drama for two key purposes: to develop an understanding and love of the theatre and to develop ourselves as individuals and members of society, developing skills for the world or work and life in general.

We encourage creativity and strive to develop empathetic, confident students who can analyse and question the world around us, helping us to understand this world. Students will develop the skills they will need within drama and will have the opportunities to explore ways in which they can apply communication skills to an audience.

They will have the opportunities to take part in various extra-curricular activities and be involved in a wide array of performances.

The delivery of drama gives the students the opportunity to use their creative ideas, opinions and interpretations to develop their skills. We aim to give our students a voice, they will express their views and opinions through theatre focusing on developing their communication skills, confidence and positive relationships.

Throughout key stage 3 students will learn different styles of theatre, focus on practitioners and develop their collaboration, creativity and resilience. The course is designed to allow students to work within different groups, in pairs and solo activities allowing students to develop their independence, leadership skills and working within a team.

KS4 and KS5 students will develop their skills further, recalling their previous knowledge to allow for a deeper understanding of explorative techniques, practitioners and our set text 'The Government Inspector'.

KEY STAGE

3,4 & 5



Design Technology

The design and technology department comprises of Resistant Materials, Graphic Design, Textiles and Food preparation and Nutrition.

The department provides opportunities for pupils to demonstrate their knowledge and understanding of how to design creative products/dishes and menus. Carefully considering the materials/ingredients used and how these impact our local and global communities.

Pupils are encouraged to explore design ideas and to be creative and innovative. They learn how to work as a team and how to work independently, solving problems linked to real life context. Pupils learn in a safe and secure environment, where they feel happy and fulfilled and are given opportunities to reach their full potential.

The department looks for ways to celebrate and promote our pupils work from exhibiting in the local community, to articles in national design magazines. We encourage pupils to participate in lunch time clubs and extracurricular activities including a range of local and national competitions.

The design and technology curriculum is designed to gradually build pupils knowledge and understanding from year 7 through to year 13.

In Year 7 and 8, all pupils complete 4, 10 week projects; food and nutrition, graphics, resistant materials and textiles. This encourages pupils to explore all areas in preparation for choosing 2 to study in year 9. During these 2 projects, pupils develop a deeper knowledge of their chosen subjects, which gives pupils a very good grounding for starting the GCSE course.

If pupils opt to pursue a GCSE in Design technology and Food Preparation and Nutrition; In Year's 10 – 13, pupils design and make a product/range of dishes for a specific client/target market. Pupils are expected to learn a wide theory content in order to pass a written exam, a good percentage of which has been taught in years 7-9.

The curriculum offered is constantly reviewed and changes are made where appropriate in order to adapt to the world in which we live. Pupils are encouraged to actively engage with their learning, to take ownership and pride in their work.

KEY STAGE

3,4 & 5



English

As a department, we value challenge and variety in our curriculum across all stages. In KS3, we emphasise basic skills, knowledge of technical terminology, wide reading and creative, imaginative writing. By the end of Year 9, students will be encouraged to be independent readers and thinkers. They will have read various books, play and poems from authors across the world, as well as the opportunities to recite and perform poetry. Furthermore, as oracy is such an important part of successful literacy, our students are actively encouraged to participate in debates, delivering speeches, discussion and role-play. In KS4, all students study English Literature and English Language. The skills demonstrated in each overlap considerably focusing on novels, plays and poetry and Language extracts from texts, including articles and reviews from the 20th and 21st centuries.

In the English department we will offer a range of complementary schemes of learning that build across the year groups. The schemes will be categorised into wider areas within the English curriculum so that students receive a broad and balanced offer in English at UCC.

Our schemes will cover the following broad areas:

Modern fiction (including that from other cultures), classic fiction, drama, poetry, Shakespeare, reading non-fiction texts, written communication (including creative and transactional writing) and spoken language. In addition, students will be encouraged to explore a diverse version of media texts.

KEY STAGE

3,4 & 5



Geography

UCC geographers should be curious about the world outside Penrith. They will be confident to ask questions and apply their understanding to a variety of settings and scales. Geography will be learned inside and outside the classroom. Our geographers will develop a fascination of other cultures and develop a sense of empathy with people around the world. They will cultivate a sense of belonging and responsibility to the Earth. We will encourage a questioning mind and develop transferable skills. UCC geography will 'take you places'.

UCC Geography instils knowledge and promotes understanding and a creative curiosity in KS3 which leads to further study and development of understanding and enquiry at KS4 and KS5. We aspire to implement this through imaginative lessons and mastery of topics and key geographical skills. At KS3 we enable all students to fill the gaps in their knowledge due to variation in our feeder schools' delivery of geography; whilst revisiting and expanding on prior learning in areas covered at KS2.

Human and Physical Geography is weighted equally and students will journey through various timescales, continents, climates and peoples. Lessons are accessible and engaging for our students. They become problem finders and problem solvers by thinking like a geographer. Schemes of work ask questions about the world we live in and our students apply their knowledge and understanding to answer them and to form opinions

KEY STAGE

3,4 & 5



History

History is about people. The History department at UCC aims to make the subject come to life through engaging, varied and challenging lessons which furnish students with the skills and knowledge to become confident and questioning individuals. We aim to deliver studies of the past on an international, national and local scale and to cover both depth and development studies of the past. Students will thus be able to develop their skills in communicating concepts such as continuity, change, causation, significance and interpretation. We believe that the most important part of our work is to equip all of our young people with the ability to live a full life where they can become resilient individuals who are prepared and equipped for an ever-changing world, a world which they feel certain they can contribute to in a meaningful way.

The History Department organises the content of the subject in chronological order. In Year 7, we begin with the Medieval period and progress through to the 20th century in Year 9. This is intended to allow students to build up their chronological awareness as they proceed through Key Stage 3. The idea of overview and depth is something that is embedded into our curriculum so that students are able to appreciate the concept of development over time and the specific details of particular events, individuals and ideas. There is also a development study in year 8 which prepares students for the synoptic elements of assessment at Key Stages 4 and 5. At Key Stage 4, we deliver a range of units with engaging topics. One of the Paper Two topics is Medicine through Time, c1250-present which is a chronological thematic with re-visits the framework upon which our students can 'hook' the other units on to. We have a range of students of varying abilities and they are taught by subject specialists who are skilled in scaffolding the learning of students, using prior data, so that students are enabled to make progress

KEY STAGE

3,4 & 5



Mathematics

At UCC, our curriculum has been designed to ensure that students receive a high-quality mathematics education focussing on depth before breadth, by creating a 'mastery' style curriculum. We work closely with our primary school colleagues to ensure consistency in our approach to teaching mathematics. The curriculum develops students' ability to reason mathematically, solve problems and use maths in 'every day' contexts, supporting other subjects in school. The curriculum enables students to become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Our curriculum enables students to reason mathematically, justify their decision-making and provide explanations and proofs. Our fundamental aim is to not only develop fluency but also raise confidence with number and nurture a love of mathematics.

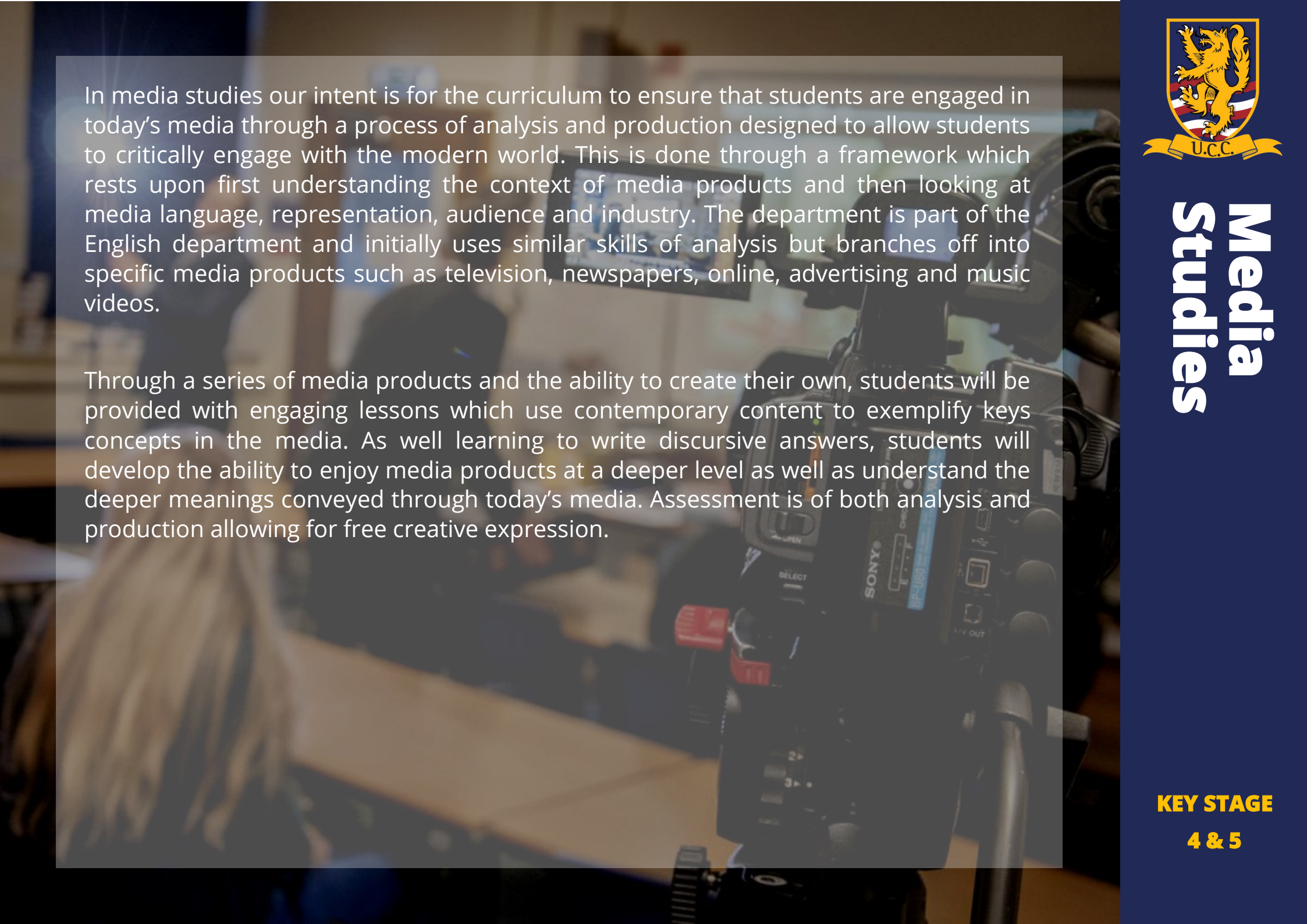
Students who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material are given the opportunity to consolidate their understanding, including through additional practice, before moving on. Our carefully planned and sequenced SOW allow us to develop an ethos which allows everyone to experience success.

The Mathematics Department implements this through the delivery of a high quality curriculum. The SOW is developed collaboratively so that consistently high quality lessons are delivered by all teachers across the department. Teachers reinforce an expectation that all pupils are capable of achieving high standards. The SOW has a balance of non-negotiables within, so that students have a common experience in maths. The large majority of pupils progress through the curriculum content at the same pace, at KS3 and within tiers at GCSE. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. Rich mathematical activities and questioning are used so that students experience a variety of increasingly challenging problems in a variety of contexts. Through mathematics lessons and specifically designed activities, students have the opportunity to develop fluency in performing key mathematical skills so they become second nature. Students are given opportunities to think logically and flexibly to develop sound mathematical arguments. Students' ability to solve problems is nurtured during lessons through exposure to a variety of strategies and modelling of good practice. Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts in tandem. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Assessment is used a vehicle for students to reflect on their progress and identify areas that require further development. Question level analysis is used following assessments, where time is built into the curriculum to deepen understanding further and consolidate learning where needed.

KEY STAGE

3,4 & 5

A Sony video camera on a tripod is the central focus of the background image. The camera is black with a red stripe and has 'SONY' and 'PP-USB' visible on its side. It is mounted on a tripod, and the background is a blurred classroom scene with a person's head and shoulders visible in the foreground.

In media studies our intent is for the curriculum to ensure that students are engaged in today's media through a process of analysis and production designed to allow students to critically engage with the modern world. This is done through a framework which rests upon first understanding the context of media products and then looking at media language, representation, audience and industry. The department is part of the English department and initially uses similar skills of analysis but branches off into specific media products such as television, newspapers, online, advertising and music videos.

Through a series of media products and the ability to create their own, students will be provided with engaging lessons which use contemporary content to exemplify keys concepts in the media. As well learning to write discursive answers, students will develop the ability to enjoy media products at a deeper level as well as understand the deeper meanings conveyed through today's media. Assessment is of both analysis and production allowing for free creative expression.



Media Studies

KEY STAGE

4 & 5



Modern Foreign Languages

The aims of the French programme of study are to enable students to become confident at speaking French spontaneously, beginning in the classroom in an immersive learning environment. Students will also develop accuracy and fluency when writing French, communicating ideas by writing for various purposes. They will understand a range of written and spoken texts including authentic texts and target-language media. The programme of study contains three strands; topic vocabulary and structures, explicit grammar patterns and rules and classroom language routines. The interleaving of teaching across these three strands aims to train students in their ability to transfer knowledge of patterns and structures across different areas of language and in different contexts. Its core aim is to maximise the potential for language production to become gradually automatic.

In French students learn new vocabulary and a grammatical structures usually following a recognisable lesson structure delivered in the target language with target-language classroom routines and context at its core. New language is presented firstly as “chunks” which contain patterns. These “chunks” allow phrases and structures to be easily manipulated and changed. Students are then given the opportunity to repeat, practise and consolidate new language through a wide variety of activities. Students work in pairs, groups and teams and are taught using familiar games, songs, and techniques which encourage a range of visual, auditory and kinaesthetic learning. Students also have the chance to focus on grammar and structures through translation and dictation and are given time to develop written fluency in a series of ever more complex extended writing tasks.

KEY STAGE

3,4 & 5



Music

The aim in the music department is to enable students the opportunity if they so wish to continue their study of music at GCSE level. Knowledge will cover the areas of study at GCSE that are music for stage and screen, fusion pieces, the western classical tradition and music for voice. Students will develop skills on guitar, ukulele, keyboard and vocals and where applicable their own instrument. Understanding of musical elements will be used to develop skills in composition. Reviews of knowledge, skills and understanding will regularly take place throughout each year to make sure students are making the best possible progress and these will be formative to inform future topics.

A typical lesson at key stage three will consist of a topic linked to one of the areas study and these will be explored through listening, appreciation, performance and composition. Using instruments in the classroom will be encouraged and resources will be differentiated to allow students of all levels to make progress. Students will be encouraged to think deeper and independently about topics through extension activities and do it now tasks. Students will be encouraged to be creative and participate in curriculum enrichment activities such as concerts or by involvement in extra-curricular groups.

KEY STAGE

3,4 & 5



Physical Education

The overriding aim of the Department is to provide a framework of activity and quality of teaching and learning through which all children have an equal opportunity to derive satisfaction and enjoyment whilst maximising their true potential through sustained participation.

The core values of sport –resilience, leadership, self-confidence, respect, empathy, discipline and teamwork are fostered through an environment which provides opportunities for students to compete at form, school, county , regional and national standard. This will develop the ambition to take part in clubs outside of school and in doing so support positive outcomes for the ‘whole child’ to make a positive contribution to our communities.

Our curriculum promotes an active and healthy lifestyle focussing on the enjoyment and love of activity which in turn will lead to the development of physical, social and emotional well-being.

The teaching situation involves all students being as active as possible with competence and understanding being acquired through participation in all activities. Health is a common theme that runs through all aspects of the P.E. curriculum and we encourage an active lifestyle, improving general fitness, strength, stamina and endurance. We endeavour to enable all of our students to become successful learners who have the confidence and responsibility to make a positive contribution in the community.

In Key stage 3 the emphasis is on a broad curriculum to enable the child to experience a wide range of sports and ignite an interest which inspires them to take part in the huge range of extra-curricular clubs on offer. This will foster deeper learning and excellence. With 11 members of staff there is a range of expertise to draw upon to during subject delivery. The department are both innovative and forward thinking in their approach. Students are then able to apply their knowledge to GCSE or BTEC sport at Key stage 4 and develop this further to A level or Level 3 BTEC in the 6th form.

The core PE programme in KS4 allows all students to follow a pathway to suit their needs. While also introducing pupils to new opportunities within the community to participate (e.g. squash / fitness classes), the structure of the classes allows a greater depth of study and understanding in sports where core skills are already embedded, developing individual attainment and excellence. The emphasis is on an active and healthy lifestyle whilst allowing pupils to foster a love of sport and activity which best suits their interests and needs.

KEY STAGE

3,4 & 5



Psychology

In Psychology, students are nurtured and challenged to produce their best work, to achieve academically and to surpass their goals. The department offers rich and engaging lessons taught by supportive and knowledgeable staff. Psychology aims to give students an understanding of the way people think and why people behave in the ways that they do. It tries to answer questions like, 'why do some people conform to social rules when others don't' or, 'do the experiences that you have before the age of five really shape the adult that you become'? In Psychology students learn a number of skills including analytical thinking, improved communication, problem solving and many more that will prepare them for a fantastic future and an exciting range of careers. Our curriculum offers a wide variety of topics such as 'Social Influence', which covers conformity, obedience and social change, and 'Memory' which investigates what memory is and how it works as well as why we forget and techniques to help us remember more. We look at different explanations for a variety of mental illnesses including depression, phobias, OCD and Schizophrenia, how these illnesses manifest themselves and what can be done to treat them. In the second year students study Forensic Psychology and investigate why some people commit crime. Students also complete a research project to develop their psychological knowledge and to demonstrate their understanding of research methods and how to evaluate them.

In Year 12 students study Social Influence, Memory, Attachment, Approaches, Psychopathology and research methods and they complete their individual research projects.

In Year 13 students will build on their knowledge of the year 12 topics and further develop their knowledge of Psychology through a comparison of the different approaches in Psychology, through the application of different issues and debates, for instance, the extent to which behaviour is determined by forces beyond our control. Students also study new topics including Bio psychology, which looks at the structure and function of the brain, the nervous system, neuro chemicals and hormones. They investigate Romantic relationships and the nature of attraction, Schizophrenia and Forensic Psychology, which considers offender profiling and biological and psychological explanations of offending behaviour.

KEY STAGE

5



Religious Education

Following the Cumbria Agreed Syllabus for Religious Education, our intent for the RE curriculum at UCC is to inspire our students to be confident, happy and successful learners who are supported and challenged to achieve their best outcomes in life. Our intent is to give learners the opportunity to be philosophical thinkers and explore a range of religious and worldwide views so that they can describe, explain, analyse, evaluate and create; allowing them to appreciate beliefs and practices, recognising British Values and the diversity of meanings and values within and between communities (including their own), and amongst individuals. Our intent is to be inclusive and build resilience so that our students are prepared to face challenges throughout their lives.

We implement this through the delivery of outstanding teaching that places high quality 'deep' learning at the centre of our planning. Schemes of work are exciting and engage learners with learning from and about different world religions, worldviews, philosophical thinking and global learning.

Throughout different schemes of work in each stage of learning, Philosophy for Children and experiential learning are at the heart of engaging all learners to feel safe to explore beliefs freely without judgement, to be confident and inquisitive, enjoy philosophical enquiry and debate, and will use what they have learnt to achieve good outcomes and become responsible citizens who make a positive contribution to their communities, society and the world.

KEY STAGE

3,4 & 5



Science

Science will examine the origins of life, matter and the world we inhabit from the microscopic to the massive. Our students are to be taught the building blocks of scientific development and will explore how our lives are transformed on seemingly a daily basis. They will develop practical abilities and transferable skills via hands on investigations in biology, chemistry and physics. All our students can be assured of challenge, excitement and the pleasure derived from finding out how, when, where, but most importantly, WHY!

Science in Year 7 & 8 will introduce the key scientific ideas that have shaped our world and will feature a course with practical investigations at its heart. Carrying on from and expanding the groundwork done throughout KS2, we will deliver high quality lessons that enable students to achieve a complete understanding of many complex concepts.

Biology, chemistry and physics will receive equal weighting to ensure the widest coverage of science available; students will develop the skills and understanding necessary to understand complex ecosystems, chemical engineering developments and efficient energy production as well as the climate change situation.

What we offer is an ideal preparation for post KS3 science study, heavily reliant upon our students embedding the scientific ideas and principles that govern all our lives.

KEY STAGE

3,4 & 5



Sociology

In Sociology we aim to add value for all students through maximising their academic and personal potential. The passionate and well qualified teachers in the department strive to make learning engaging, enjoyable and illuminating. Sociology aims to help students make sense of the society that we live in and understand the cultural and identity issues that affect us all. Students learn a number of skills including the use of evidence to support arguments, how to investigate facts and critical thinking. Our curriculum offers topics that are relevant to the society that we live in, topics like Crime and Deviance, Beliefs in Society and how beliefs help to determine behaviour, the nature of science and of truth, the impact of Post Modernity on sense of 'Self' and identity and the role and purpose of the contemporary family today. Students also engage in their own personal Sociological Research Project in order to explore different avenues in Sociology, to test their common sense understandings of society and human interaction and to develop their knowledge and assessment of methods in research, the relative reliability and validity of 'social facts' in a world of fluidity, choice and 'fake news'.

In Year 12 students study the topic of 'Education'. They investigate why different social groups achieve differently in school, how boys and girls achievement and subject choice differs and the possible reasons for this, the 'hidden curriculum', institutionalised racism and education policy. They study 'Family' in its different forms, the reasons for why our understanding of what family is exists, familial ideology, the Feminist approach and the 'Dark Side of the Family'. Students will also learn about methods of research, about researching education and will also complete their own research project in the Summer term.

In Year 13 students will build on their knowledge of the year 12 topics and develop an in depth and critical understanding of Sociological theory. The relative usefulness of Structural approaches such as Functionalism and Marxism and Action approaches like Symbolic Interactionism and Phenomenology in a Post Modern world. They will also study Beliefs in Society and Crime and Deviance, which looks at why crime exists in society, why people and corporations commit crimes and how as a society we deal with crime.

KEY STAGE

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